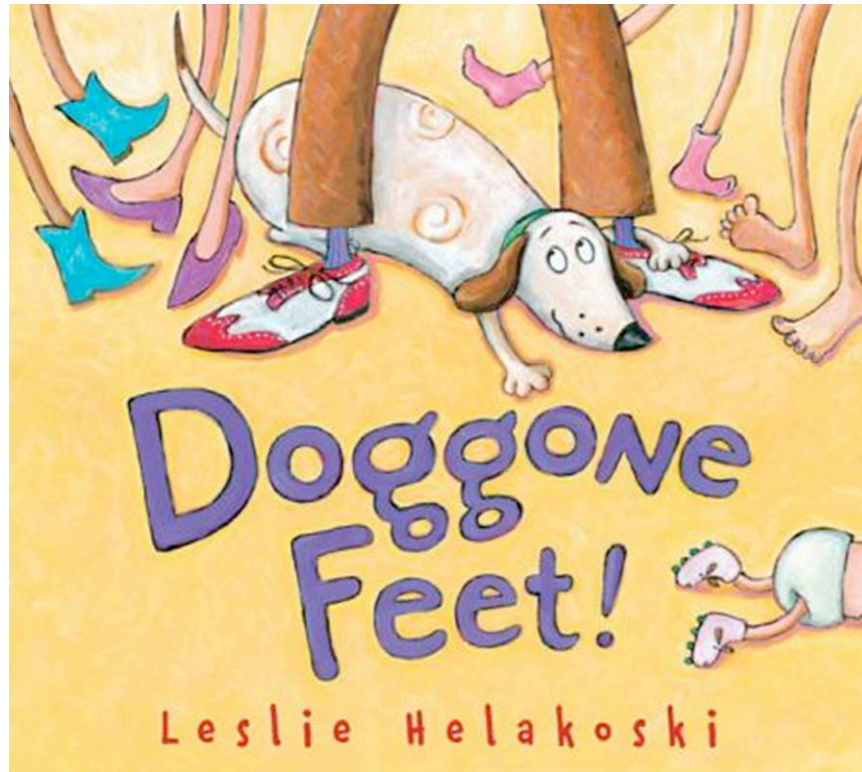


A CCSS Annotated Discussion and Activity Guide  
for



written and illustrated by

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Guide Created by Debbie Gonzales

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## Discussion Questions

1. Look closely at the page featuring the dog in the park curled up under a picnic table.
  - a. Look at the dog's expression. How do you think the dog is feeling?
  - b. What do you see on top of the picnic table?
  - c. Are there people seated around the table?
  - d. Do you think the dog belongs to anyone?
  - e. Do you think the dog is loved by anyone?
  - f. What do you think would make this dog happy?
  - g. What do you think this dog wants?
  
2. Look closely at the page featuring a man playing a banjo while seated at a kitchen table.
  - a. Look at the dog's expression. How do you think the dog is feeling?
  - b. What do you see on top of the kitchen table?
  - c. What has changed for the dog?
  - d. "We're a family now..."
    - i. Is that true?
    - ii. Can a man and a dog be considered a family?
  
3. Look closely at the page featuring a lady seated on the young man's lap and the dog is "...squeezed in between."
  - a. Look at the dog's expression. How do you think the dog is feeling?
  - b. Who is this person seated on the young man's lap?
  - c. How do you think the young man feels about this person in his lap?
  - d. How does she feel about the young man? How do you know?
  - e. What do you see on top of the kitchen table?
  - f. What has changed for the dog?
  
4. The dog's family grows and grows throughout the story. With each new addition things change for the dog. Flip through pages of the book and consider the following questions.
  - a. With the addition of each new person, how does the dog initially respond?
  - b. Each new person presents a unique problem, of sorts. Can you name the problem each new person presents?
  - c. How does the dog react to the problems?
  - d. Does the dog have an important role to play in this family?
    - i. Does she have a job to do?
    - ii. If so, what is it?
  - e. Do you think the dog feels like she belongs in the family?
  - f. Even though the family continues to grow, do you think the dog feels loved?

5. Look closely at the page in which all of the family members are looking under the table at the dog.
  - a. Describe the expressions on the family members' faces. How do they feel about the dog?
  - b. Describe the expression on the dog's face. How does this dog feel about these people?
  - c. If you were in this room, what sounds would you hear?
    - i. What smells would you smell?
    - ii. How would you feel?
  - d. Do you think the dog feels like she belongs in this family?
  - e. Do you think she feels loved?
  
6. Turn back to the first page of the book, the one featuring the dog curled up under the picnic table. Compare and contrast this page with the one in which all of the family members are looking under the table at the dog.
  - a. Are there ways that these pictures are similar?
    - i. Do they each include a table?
    - ii. Chairs?
    - iii. Are there any people in the pictures?
    - iv. Can you see any similarity in both pictures with regard to the dog?
  - b. Are there ways that the two pictures are different?
    - i. What is different about these tables?
    - ii. What is different about the chairs?
    - iii. What about the people in the picture? Who are they?
    - iv. What about the dog?
      1. Does she belong to anyone?
      2. Is she a member of a family?
  
7. Look closely at the final page of the book, the one featuring the dog and her puppies.
  - a. What has changed for the dog?
  - b. How do you think the dog's family will respond to the additions?
  - c. What unique problems are presented with the addition of new puppies?
  - d. How will the dog adapt?
  - e. How will the family adapt?
  - f. Will the puppies find a place in the family?
  - g. Will the puppies belong?
  - h. Will the puppies be loved?
  - i. Is the dog happy?
  - j. Are you?

## Story Sequencing

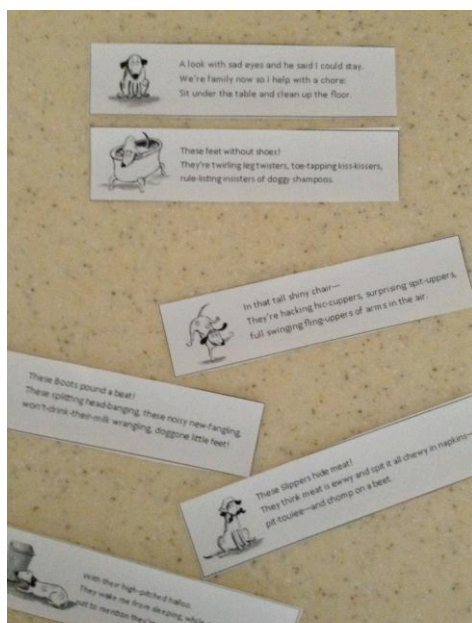
**Note:** *Story sequencing lessons help students learn to recall facts of a story in a sequence, which aids in reading comprehension and helps to develop the ability to organize information and ideas efficiently.*

### Materials:

- Print out of the Story Sequence Cards: Random Order found on page 6
- Story Sequencing Answer Guide found on page 7
- Scissors
- *Doggone Feet!*

### Procedure:

- Cut out Story Sequence Cards.
- Using the book as a reference, review the illustration and content of the Story Sequence Cards.
- Working in a linear top-to-bottom fashion, place the Story Sequence Cards in a sequential order according to the story's plot progression.
- Once completed, check sequencing using the Answer Guide found on page 7.



## Story Sequencing Cards: Random Order



With their high-pitched halloo.  
They wake me from sleeping, while pipping and peeping,  
not to mention they're sweeping up things I might chew.



A look with sad eyes and he said I could stay.  
We're family now so I help with a chore:  
Sit under the table and clean up the floor.



These Boots pound a beat!  
These splitting head-banging, these noisy new-fangling,  
won't-drink-their-milk wrangling, doggone little feet!



In that tall shiny chair—  
They're hacking hic-cuppers, surprising spit-uppers,  
full swinging fling-uppers of arms in the air.



These feet without shoes!  
They're twirling leg twisters, toe-tapping kiss-kissers,  
rule-listing insisters of doggy shampoos.



These Slippers hide meat!  
They think meat is ewwy and spit it all chewy in napkins—  
pit-touiee—and chomp on a beet.

## Story Sequencing Answer Guide

1



A look with sad eyes and he said I could stay.  
We're family now so I help with a chore:  
Sit under the table and clean up the floor.

2



These feet without shoes!  
They're twirling leg twisters, toe-tapping kiss-kissers,  
rule-listing insisters of doggy shampoos.

3



In that tall shiny chair—  
They're hacking hic-cuppers, surprising spit-uppers,  
full swinging fling-uppers of arms in the air.

4



These Boots pound a beat!  
These splitting head-banging, these noisy new-fangling,  
won't-drink-their-milk wrangling, doggone little feet!

5



These Slippers hide meat!  
They think meat is ewwy and spit it all chewy in napkins—  
pit-touiee—and chomp on a beet.

6



With their high-pitched halloo.  
They wake me from sleeping, while pipping and peeping,  
not to mention they're sweeping up things I might chew.

## ***Doggone Feet! Poetry***

**Objective:** To write a free verse poem using a selection of sensory adjectives.

**Materials:**

- Pencil
- Warm-Up Sheet found on page 9
- *Doggone Feet!* the Poem grid found on page 10
- Markers or crayons

**Procedure:**

- There are a number of wonderful adjectives describing feet printed on the pages of the book *Doggone Feet!* Reread the book carefully, pointing out the various ways the different types of the family members' feet are described. Have fun with this.
- Lead the children in a discussion of feet.
  - Describe how feet look.
  - What about a family of feet? What would that look like?
  - What sorts of things can feet do?
  - How do different kinds of feet smell?
  - What about other kinds of animals? Describe them, as well.
- After a discussion about the sensory aspects of the feet, direct the child to the Warm-Up Sheet on page 9. Brainstorm as many sensory words as possible beneath the categories listed.
- In the *Doggone Feet!* the Poem grid, choose sensory words from the lists created in the Warm-up Sheet and write them in the spaces provided.
- The completed poem will look something like the sample below:

*Dog*  
*Slobbery dog*  
*Licking, smiling dog*  
*Stinky, silly, funny dog*  
*Running, sunning, loving, brown dog*  
*My dog*

- Illustrate the poem about feet in the space provided on the Poem Grid.



## Poem Warm-Up Sheet

How do feet look?	How do feet smell?	What sorts of things to feet do?	What sounds do feet make?	How do feet feel?

## *Doggone Feet!* the Poem

Feet

\_\_\_\_\_ feet

\_\_\_\_\_, \_\_\_\_\_ feet

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ feet

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ feet

\_\_\_\_\_ feet!

## Skip Counting

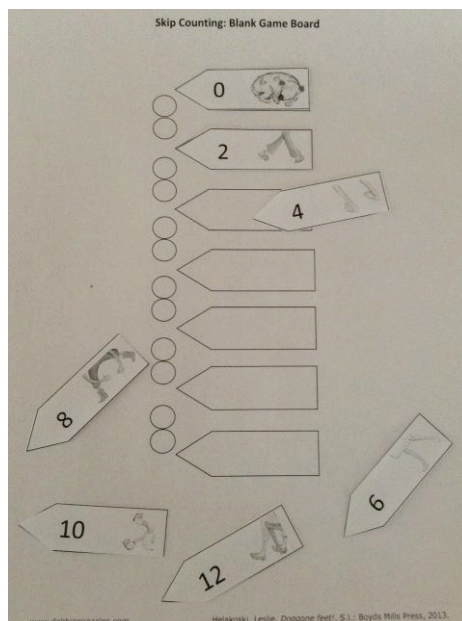
**Note:** Skip counting is counting by numbers other than one. Skip counting not only helps children see patterns in numbers, but also plays a big role in setting the stage for learning multiplication facts. In this lesson, the child will practice counting by twos following the incremental sequencing presented in *Doggone Feet*.

### Materials:

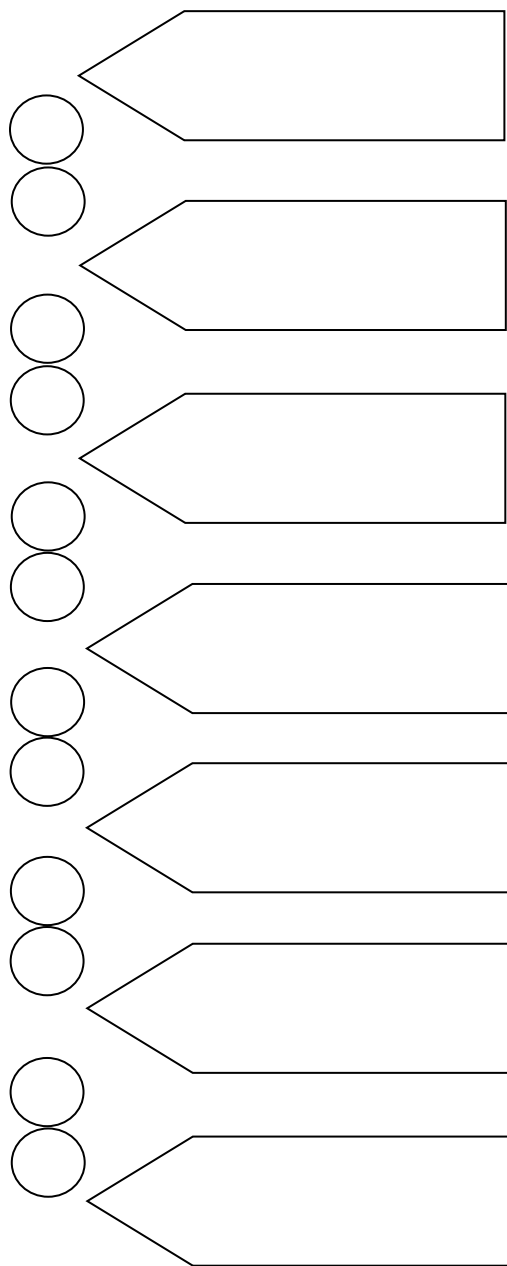
- Scissors
- Watercolor markers
- Glue stick
- Print out the Skip Counting: Blank Game Board on page 12 and the Skip Counting: Number Tabs found on page 13
- *Doggone Feet!*

### Procedure:

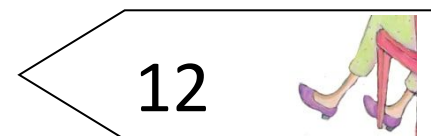
- Print pages 12 and 13
- Cut out the Number Tabs.
- Color the circle pairs found the Blank Game Board using one color for each pair of circles.
- Sequence the Number Tabs beneath the correct sequential pair of circles.
- Once Number Tabs are properly sequenced, glue tabs in correct space.
- Check work using the Skip Counting: Answer Guide found on page 14.



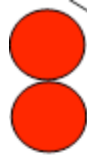

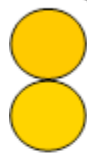

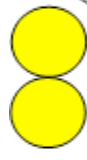



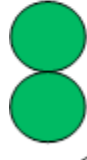





## Skip Counting: Blank Game Board



## Skip Counting: Number Tabs



## Skip Counting: Answer Guide

	0	
	2	
	4	
	6	
	8	
	10	
	12	

## A Family of Happy Feet: A Silly Craft

### Materials:

- Your bare-footed toes
- Waterproof markers

### Procedure:

- Curl your bare feet toward your face.
- Using the water proof markers, draw a series of happy faces on the pads of your toes.
  - Draw various hairstyles
  - Draw different happy expressions
  - Work toward creating a variety of personalities in each happy face – a happy family!
- Giggle and wiggle your family of happy toes.
- Have fun!



## Pictograph Crossword Puzzle

### Materials:

- Pencil
- Print out Pictograph Crossword Puzzle Game Board found on page 17.
- *Doggone Feet!*

### Procedure:

- You use the pictures at the bottom of the page a clue to the word that goes into the corresponding blank spaces.
- For example, near **Number 1 Across** is a picture of a pup, as is featured on the final spread of the book.
- Have the child locate the blank spaces for Number 1 Across on the crossword puzzle and write the word in the spaces provided - one letter per space.
- Continue this procedure throughout the rest of the puzzle.
- Encourage the child to flip through *Doggone Feet!* to locate the pictures featured in the Crossword Puzzle.
- Upon completion, check the child's work using the Answer Guide found on page 18.
- An alphabetized list of the words used in the puzzle is printed below, should the child need a spelling reference.

ball

block

cup

feet

fruit

plate

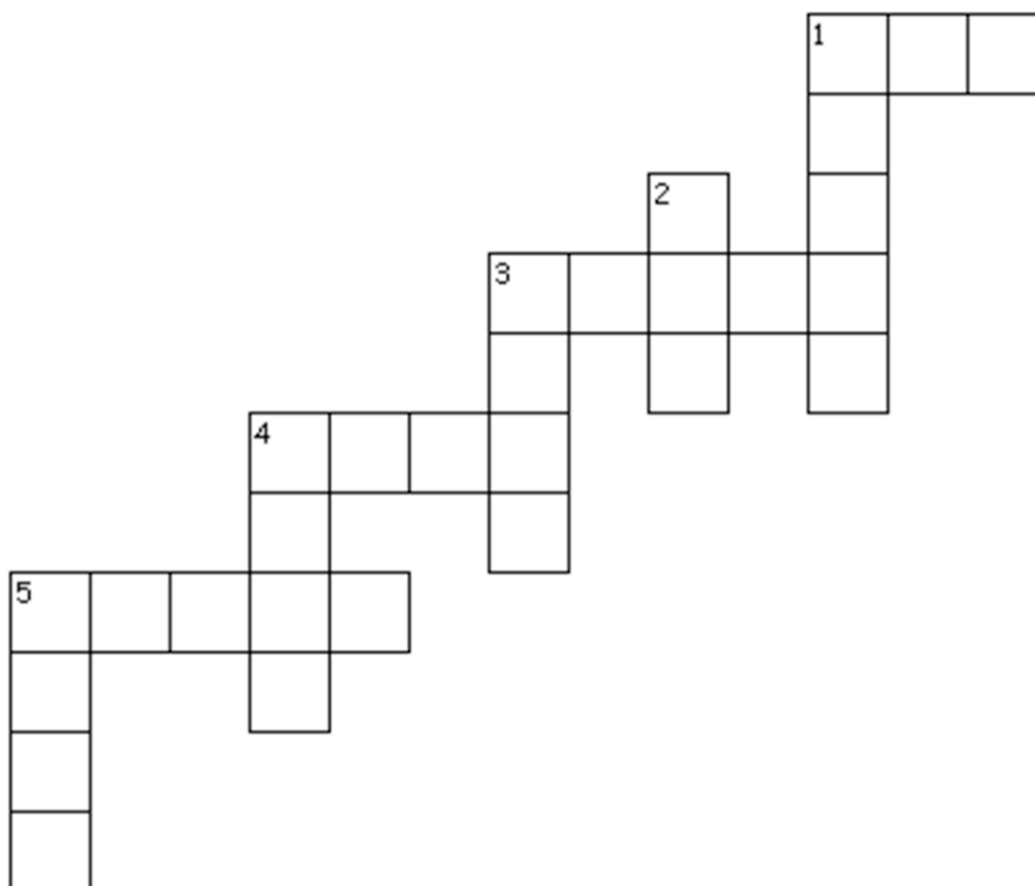
pup

shoe

sock



## Pictograph Crossword Puzzle Game Board



Across:

1.



3.



4.



5.



Down:

1.



2.



3.



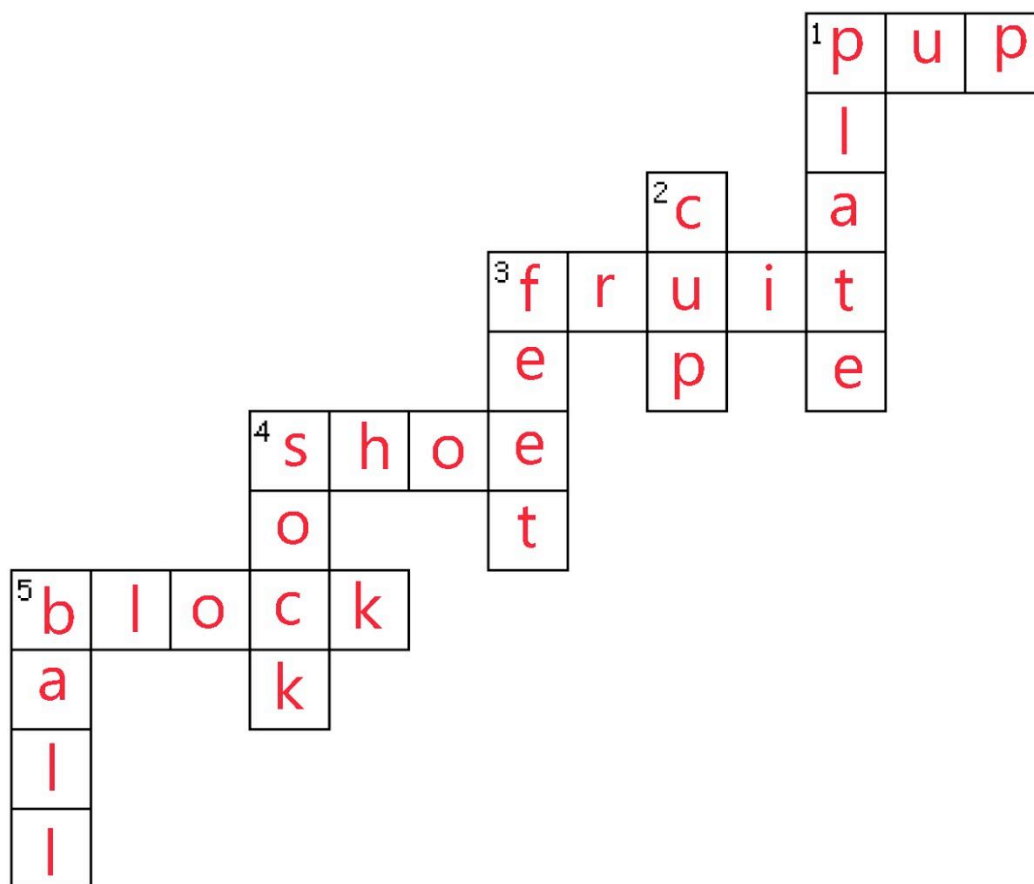
4.



5.



## Pictograph Crossword Puzzle Answers



Across:

1.



3.



4.



5.



Down:

1.



2.



3.



4.



5.



## Core Curriculum State Standards Activity Annotation

### CCSS Reading Standards for Literature

		Discussion Questions	Story Sequencing	Poetry Writing	Skip Counting	Pictograph Word Puzzle
<b>RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text.	✓	✓			
<b>RL.K.2</b>	With prompting and support, retell familiar stories, including key details.	✓	✓			
<b>RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.	✓	✓			
<b>RL.K.7</b>	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	✓	✓			
<b>RL.K.10</b>	Actively engage in group reading activities with purpose and understanding.	✓	✓			
<b>RL.1.1</b>	Ask and answer questions about key details in a text.	✓	✓			
<b>RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	✓	✓			
<b>RL.1.3</b>	Describe characters, settings, and major events in a story, using key details.	✓	✓			
<b>RL.1.4</b>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.			✓		
<b>RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.	✓	✓			
<b>RL.1.9</b>	Compare and contrast the adventures and experiences of characters in stories.	✓				
<b>RL.1.10</b>	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	✓		✓		
<b>RL.2.1</b>	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	✓	✓			
<b>RL.2.3</b>	Describe how characters in a story respond to major events and challenges.	✓	✓			
<b>RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plo	✓	✓			
<b>RL.2.10</b>	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓			
<b>RL.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓	✓			
<b>RL.3.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	✓	✓			
<b>RL.3.4</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.			✓		
<b>RL.3.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	✓	✓			

## CCSS Reading Standards Foundational Skills

		Discussion Questions	Story Sequencing	Poetry Writing	Skip Counting	Pictograph Word Puzzle
RF.K.1	Demonstrate understanding of the organization and basic features of print.			✓		
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			✓		✓
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.			✓		✓
RF.1.1	Demonstrate understanding of the organization and basic features of print.			✓		✓
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			✓		✓
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.			✓		✓
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	✓	✓			✓
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.			✓		✓
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	✓	✓			✓
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.			✓		✓
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	✓	✓			✓

## CCSS Speaking and Listening Standards

SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	✓	✓			
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	✓	✓			
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓	✓			

## CCSS Language Standards

		Discussion Questions	Story Sequencing	Poetry Writing	Skip Counting	Pictograph Word Puzzle
LS.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.			✓		✓
LS.2.5	Demonstrate understanding of word relationships and nuances in word meanings.			✓		✓
LS.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			✓		✓
LS.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases.			✓		✓

## CCSS Writing Standards

W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.			✓		
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.			✓		
W.1.7	Participate in shared research and writing projects			✓		
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			✓		
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			✓		

## CCSS Math Standards

K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality			✓		
2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s.			✓		
3.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.			✓		

## Acknowledgments

# *Doggone Feet!*

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